

Educational Project: Boucherville Elementary School Mid-year Report – December 2019

Our Educational Project has emerged from the collective reflection of our school staff and through consultation with our school community. It stems from our specific context, reality and needs, this in the best interest of our students and their on-going success. It outlines the challenges, orientations and objectives that we, as a school, have prioritized for the next years. It also provides the indicators that will allow us to concretely observe our progress towards the attainment of our targets within the set objectives. In 2018-2019, our efforts were invested into creating this Educational Project. As well, we devoted time to producing an Action Plan detailing the chosen strategies and tools through which we intend to address the chosen priorities, measure progress and achieve our objectives.

In 2019-2020, this first year of implementation of our Educational Project, we are continuing to adjust our Action Plan. Because we are so early in the implementation process, we do not yet have new data to present and are not yet able to report on our progress towards attaining the targets. Through this mid-year report, we provide a brief update on the **actions** currently under way (or completed) for each of the objectives identified by our school team. We also outline the **means** we are using to **track** both the efficiency of our actions and student progress in the targeted areas.

Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Social and Emotional Well-being for all students	<ul style="list-style-type: none"> ➤ To improve self-regulation skills for our at-risk students ➤ To improve growth mindset in academic experiences 	<ul style="list-style-type: none"> ➤ To raise awareness of the range of emotions and how to deal with them ➤ To raise awareness that we learn from our mistakes
Reading Comprehension for all students	<ul style="list-style-type: none"> ➤ To improve reading comprehension skills of all media in both English and French 	<ul style="list-style-type: none"> ➤ To reduce the gap between boys and girls C2 competency (comprehension)

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OBJECTIVE	To raise awareness of the range of emotions and how to deal with them
INDICATOR	Percentage of at-risk students using self-regulation vocabulary, by cohort
TARGET	60% of at-risk students by 2022
ACTIONS CURRENTLY UNDERWAY	➤
ACTIONS COMPLETED	➤
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # USE
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	
ADDITIONAL COMMENTS	

OBJECTIVE	To raise awareness that we learn from our mistakes
INDICATOR	Percentage of students linking growth mindset to personal school success in the BES Growth Mindset Survey
TARGET	80% of student population by 2022
ACTIONS CURRENTLY UNDERWAY	➤
ACTIONS COMPLETED	➤
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # USE
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	
ADDITIONAL COMMENTS	

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OBJECTIVE	To reduce the gap between boys and girls C2 competency (comprehension)
INDICATOR	The C2 mark on the report card
TARGET	Decrease the gap by 6% by 2022
ACTIONS CURRENTLY UNDERWAY	➤
ACTIONS COMPLETED	➤
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # USE
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	
ADDITIONAL COMMENTS	